

The Global Social Responsibility Levels Of The Prospective Social Studies Teachers

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Abstract

The purpose of the study is to measure the social studies teacher candidates' level of social responsibility. In this regard, it has been tried to determine the levels of teacher candidates in terms of the variables of gender, class level, parental education level and number of siblings. The study was designed as a mixed method study. The quantitative part was conducted with survey model and the qualitative part was done with case study. The sampling of the quantitative part included 283 teacher candidates and the sampling of the qualitative part had 8 teacher candidates. Teacher candidates were selected at the level of each grade. The purposive sampling type has been utilized as the sampling type. According to the simple correlation test between the dimensions, there was a positive low level of correlation between ecological responsibility dimension and action-oriented responsibility; a positive medium level of correlation between ecological responsibility and altruist responsibility; a positive low level of correlation between ecological responsibility and national responsibility dimensions. There was a positive medium level of correlation between action-oriented responsibility and altruist responsibility. Moreover, there was a low level of correlation between altruist responsibility and national responsibility dimensions.

Introduction

Responsibility is a phenomenon ongoing from the day when the mankind exists up to the present. This phenomenon has its origin within the family, develops and shapes in time by the influence of social circle and education. Therefore, it can be regarded as the individual's fulfilling the duties and responsibilities anticipated by the society (Başer, 2015). In Turkish Language Association Turkish Dictionary (2018), the concept of responsibility is defined as the one's undertaking the consequences of his own behaviours or the outcome of any case within the realm of his own authority, personal liability and obligation. Responsibility is the individual's complying with, fulfilling his duties, respecting to the others and claiming responsibility for the consequences of his own behaviours (Erol, Elagöz and Şahbaz, 2010). Responsibility is the key point for the citizens of democratic societies (Nakamura and Watanabe-Muraoka, 2006). Individuals who have sense of responsibility act in a sound manner and judiciously in their decisions related to family, friend and inner circle in private and to society and state in general (Ergül and Kurtulmuş, 2014). Responsibility is one of the most important traits of human characteristics. A responsible individual fulfils the duties and liabilities to his own part at the right time and as is desired. Having responsibility is also the way of winning the respect, hearts and minds of people. Maybe, the first and foremost is its enabling us to have a grip on our own lives. In terms of overcoming the problems in every aspect of communal living, to have the sense of responsibility is significant. To approach the hardships of life with sense of responsibility supports us to be able to change some things (Sezer, 2008). It is expected that responsible individuals are more successful in social and communal life and attain their goals (Taylı, 2013). An official who does not duly perform his duties, a neighbour who is not beneficial to his around, an individual who cannot meet his own needs, a student who does not do his homework or have his class properly and timely is quite likely to have problems in communal living. An individual who is aware of fulfilling his/her responsibilities will be more responsive in order to do better. Thus, a more liveable world can be handed down the next generations (Aktepe, 2015).

Sense of responsibility develops as of very early ages, by the influence of the circles. The thing which ensures this feeling of responsibility to arise and maintain is the society where individuals lead their lives in. Society employs this feeling by formal and informal means such as family, law, education and so on (Akgül, 2010). Sezer (2008) also states that the source of this sense is the society and values unique to the society. From this aspect, responsibility is not an innate feeling, but a conscious gained afterwards (Taylı, 2013). The concept gains a social status through the internalization of this feeling by the individuals and the society's gaining a sense of responsibility in the way desired. This case, in literature, is defined as social responsibility. Social responsibility is the state of readiness to act in a socially responsible manner (Berkowitz and Lutterman, 1968). It is that individuals realize the social problems and get into the act for the solution of these problems (Deveci and Eryilmaz, 2017). Social responsibility can also be defined as each individual's acting so as to provide benefit to the society in which he/she lives (Akinci-Vural and Coşkun, 2011; Toker and Tat, 2013). The control mechanism function of

the culture or societies in which we exist makes the individual's responsibility societal (Akgül, 2010). Therefore, we can state that social responsibility is a phenomenon which shapes the behaviours of individuals. Individuals having sense of social responsibility take the influence of society or circles on their behaviours into consideration (Ergül and Kurtulmuş, 2015). The ones who have sense of social responsibility adopt the cultures and values of their societies more easily (Berman, 1990). They are in tendency to help the ones who need assistance in the society (Bobo, 1991). This concept directs individuals to collaborate for a common purpose and envisages for the outcomes of this collaboration to be shared (Yılmaz, 2011). In this case, for the individuals whose sense of responsibility has less developed or who do not have this sense at all to maintain relations with the society and their social circles will get hard.

Although the fact that the fund of knowledge has increased and sharing knowledge has been getting easy in the world we live in improves the one's welfare and ease, some certain problems are also brought with it. In addition to the global environmental issues such as famine, wars, global warming, many other problems with which the societies face such as religion, race, migration, terror and so forth are making life more difficult day by day (Başer, 2015). The main problems encountered in the globalizing world are categorized as environmental and ecological problems; social, economic, political problems and intellectual issues (Kılıçoğlu, Karakuş and Öztürk, 2012). These problems have an influence upon not only a society or country but also other people out of the society which we live in. In this case, being deaf to problem encountered anywhere in the world becomes out of the question (Başer, 2015). At the present time when communication is maintained as swift as thought, problems confronted by the nations become a concern involving large masses, by reaching up to a universal dimension. In order that these problems can be solved, it becomes highly important that individuals act as a citizen of the world, i.e. a global citizen, from now on and make co-decisions (Yazıcı, 2013). All these encountered problems reveal out how important the sense of global social responsibility is in today's world. Global social responsibility is the sense of responsibility possessed in order to overcome global social issues beyond individual and local problems (Küçükşen and Budak, 2017). Globalization of social responsibility and its being considered in broader terms have widened the scope of social responsibility, and responsibilities under consideration that are intended for solving the social problems have extended to the solution of global issues (Başer, 2015). This situation assigns new roles and duties to the education provided in the schools in order to enable such a sense to be gained (Yazıcı, 2013). The fact that teachers' awareness about social responsibility has developed will also affect the viewpoints of the students whom they will educate. For this reason, it is required that teachers' social responsibility awareness must be developed just in the process when they receive their graduate education (Ergül and Kurtulmuş, 2014). It must be ensured that students recognize social problems within the scope of instruction programs implemented at various stages of education, and circumstances under which they will get into the act for the solution of problems must be established (Deveci and Eryılmaz, 2017). In this sense, it can be stated that the subject having the function of bringing forth this awareness to the students at higher education level is the subject of Community Service Practices. In the face of increasing social demands, universities have also included social responsibilities besides their primary duties such as education-training and research. It can be stated that universities, through the lectures on social responsibility, aim at raising individuals who can work towards a solution instead of being a mere spectator to the social problems. By the lectures on social responsibility (Community Service Practices) which state and foundation universities have included in their curricula, students comprehending their individual roles in lending a hand to the ones in need are going to lead the drive for building the civil society for democracy, as the adults of the future (Toker and Tat, 2013).

Community Service Practices have the quality of being a subject which aims at enabling prospective teachers to gain the sense of social responsibility both theoretically and practically, and enhancing the skills of collaboration, solidarity, effective communication and self-evaluation in the course of practice (Topluma Hizmet Uygulamaları Dersi Yönergesi/Instructional Directive for Community Service Practices/THUDY, 2011). With this instruction, prospective teachers gain skills for realizing current issues and bringing a solution to these. Prospective teachers' social consciousness, sense and awareness of social responsibility are developed (Uğurlu and Kiral, 2011; Küçüköglü, Ozan and Taşkin, 2016). That prospective teachers participate in various projects within the scope of social responsibility has influence over the development of their sense of responsibility (Kocadere and Seferoğlu, 2013). The fact that teaching is one of the professions requiring social responsibility demonstrates how important the gains from this instruction are. The prospective teachers who receive this instruction;

- are conscious of local problems / produce solution to these.
- are conscious of global problems / produce solution to these.
- are an active participant in solving local and global problems.
- devise new projects against local and global problems.
- take an active role in new projects against local and global problems / work in cooperation.
- establish an effective communication both in and out of the project scope while carrying out the projects.

- participate in scientific activities such as panel discussions, conference, congress, symposium and etc., as audience, speaker or organizer/supervisor.
- enhance their self-evaluation skills.
- use their creative thinking abilities and skills in all these activities (THUDY, 2011).

The development of awareness and sense of social responsibility on both individual and social bases through the subject of Community Service Practices will serve for social development. Moreover, this subject will contribute to the development of voluntariness phenomenon in individuals. The case that individuals perform works for the benefit of the society and world without looking out for their own interests sets a good example of both voluntariness and social responsibility (Saran, Coşkun, İnal-Zorel and Aksoy, 2011). Furthermore, considering that today's university students are actually the society leaders of tomorrow (Harris, Lang, Yates and Kruck, 2011), the role and importance of this subject in enabling that the role of social responsibility consciousness is gained will be understood.

While all individuals have responsibilities, it is required for some of them to act more responsibly towards this. Since teaching is a universal profession, it is significant that teachers have required qualifications and personal characteristics. In order that a society can embody responsible individuals, it is necessary that primarily teachers possess these characteristics. Ryan (1960), Good and Grouws (1979), Rosenshine and Stevens (1986) and Confrey (1990) emphasize that it is necessary for a teacher to have more outstanding traits compared to the other occupational groups. The fact that teaching is a profession holding social responsibility; teachers undertake considerable missions in shaping the societies' future; and teachers' being regarded as the figures to lead and convert the society requires the development of the sense of social responsibility during their undergraduate education (Yılmaz, 2011). It is essential that teachers, since they enable their students to gain the sense of social responsibility, have this conscious first (Deveci and Eryılmaz, 2016). Some certain branches and/or fields of teaching profession come into prominence in making the ones gain responsibility. Social Studies subject is a significant one in raising good and effective citizens. Deveci and Eryılmaz (2017) state that responsibility and social responsibility is inherent in Social Studies subject and it provides substantial contributions in citizenship education.

When the body of literature is reviewed, it is observed that studies related to responsibility, social responsibility and global social responsibility such as (Berkowitz and Lutterman, 1968; Berman, 1990; Bobo, 1991; Nakamura and Watanabe-Muraoka, 2006; Sezer, 2008; Akgül, 2010; Erol, et.al 2010; Akinci-Vural and Coşkun, 2011; Harris, et. al 2011; Saran, et. al 2011; Yılmaz, 2011; Kocadere and Seferoğlu, 2013; Özén, 2013; Taylı, 2013; Toker and Tat, 2013; Ergül and Kurtulmuş, 2014; Selanik Ay and Dal, 2014; Yeşil, 2014; Aktepe, 2015; Başer, 2015; Başer and Kılıç, 2015; Sezer and Çoban, 2016; Deveci and Eryılmaz, 2016; Deveci and Eryılmaz, 2017; Küçükşen and Budak, 2017) are present. Studies for responsibility mainly focus on values education; studies for social responsibility are mostly dealt on corporational basis and in the scale of enterprises. As for the studies on global social responsibility (Başer 2015; Küçükşen and Budak, 2017), their being limited in number draws the attention. In education, especially for Social Studies education which is directly related to social and communal living, social responsibility and global social responsibility are considered important. In this context, the objective of this research is to evaluate the global social responsibility levels of prospective Social Studies teachers who will raise the individuals to be the teachers of future and citizens of tomorrow. Accordingly, prospective Social Studies teachers' global social responsibility levels were tried to be determined on the basis of variables of gender, class level, mother and father's educational level and number of siblings.

Method

Research Model

This study has been designed as a mixed method research. Mixed method is explained as the approach by which qualitative and quantitative methods are employed in combination (Balci, 2009). In the quantitative part of the study, descriptive survey model was used. Descriptive survey model is the research within the scope of which data are obtained in order to determine the specific features of a study group (Büyüköztürk, Kılıç Çakmak, Akgün, Karadeniz and Demirel, 2012). In the qualitative part of the study, case study was used. Case study is the method by which a social group is analyzed as based on time and space (Büyüköztürk et. al, 2012).

Study Group

For the quantitative part of this study, 283 and in the qualitative part, 8 prospective teachers participated. Prospective teachers were selected from each class level. In this sense, the sample of the study is purposeful sampling. Purposeful sampling is the most appropriate type of sampling for the research which is selected in accordance with the research objective (Balci, 2009). In this study, as the evaluation of the global social responsibility levels of prospective Social Studies teachers is aimed, this sampling type has been preferred.

The 55,5% of the prospective teachers participating in the study ($f=132$) is female, and the 44,5% of them ($f=106$) is male. Of the participant prospective teachers, 56 are the 1st year undergraduate, 73 are the 2nd year undergraduate, 61 are the 3rd year undergraduate students and 48 are at the 4th year undergraduate level. 17 of the prospective teachers are 18, 33 of them are 19, 56 of them are 20, 61 of them are 21, 33 of them are 22 years, 38 of them are up to 23 old.

In the qualitative part of the study, 8 prospective teachers participated. Prospective teachers have been determined in the way that one female and one male are present at each class level.

Data Collection Tool

In this study, in order to collect quantitative data, "The Scale for Global Social Responsibility" developed by Başer and Kılınç (2015) have been used. The scale was applied by the researchers, in the spring term of the academic year 2018-2017, to the prospective teachers at the undergraduate level of 1st, 2nd, 3rd and 4th year. In the qualitative scope of the study, questions structured as open-ended were prepared according to the dimensions (action-oriented, ecological, altruistic and national social responsibility) of the quantitative scale. The prospective teachers were asked to answer those questions in the structured interview form. In that context, the prospective teachers were addressed the following questions:

1. Have you ever taken part in social responsibility activities (Civil society organizations, benevolent associations, international organizations, Community Service Practices, voluntary activities, and so on)? State your reasons for participation.
2. What do you perform individually for protection of the environment? If you do not, state why.
3. How would your point of view be on a case/an issue which you have not experienced "by yourself" within the boundaries of Turkey (e.g. I concern / I do not concern about it.)? State the reasons for this.
4. Do you show awareness to a matter experienced in any country of the world? State the reasons for this.

Analysis of Data

Data obtained from the quantitative part of this study were analyzed by SPSS 21, by carrying out the analyses of Kolmogorov-Smirnov homogeneity test, independent samples t-test, one-way ANOVA and simple correlation. The qualitative part of the study was analyzed by descriptive analysis. Previous to the analysis, data obtained from the prospective teachers were coded, for instance; 1.F.P.T (1st year undergraduate female-prospective teacher), M.P.T. (4th year undergraduate male-prospective teacher). Afterwards, data were analyzed within the context of each question. Data obtained from this part of the study were used in order to support the quantitative part. For the purpose of ensuring the reliability of this part of the study, investigator triangulation was carried out. Investigator triangulation is expressed as the triangulation strategy as based on which data analysis is carried out by two or more researchers independently and their findings are compared (Patton, 2014). In order to ensure the reliability of the study, the other two researchers (2 Social Studies instructors as research associates) partaking in the study were asked for their opinions. Researchers gathered for the points on which they had dissented and it was tried to arrive at agreement.

Findings

In this part of the study, findings obtained through the answers that the prospective teachers have given to the scale of global social responsibility are included. Accordingly, the answers given by the prospective teachers for the scale were analyzed and evaluations were carried out in terms of the variables of gender, class level, parents' educational background and number of siblings. In addition to this, the relation among the dimensions in the scale was revealed and presented below in tables.

Descriptive statistics for the scores which prospective teachers have received from the scale as relevant to the dimensions of action-oriented, ecological, altruistic and national social responsibility are presented in Table 1.

Table 1: Teacher candidates' global social responsibility scores

Dimension	n	Lowest	Highest	\bar{X}	ss
Action Oriented Responsibility (12 items)	238	12	60	43,90	8,3
Ecological responsibility (5 items)	238	5	25	21,40	3,54
Altruist Responsibility (7 items)	238	7	35	26,32	3,4
National responsibility (6 items)	238	6	30	23,06	3,32
Global social responsibility (35 items)	238	30	150	109,27	14,43

When the lowest, middle and highest scores for awareness that can be obtained from the dimensions in the scale are examined, it is counted as the lowest score 12 (12x1), the middle score 30 (12x2,5) and the highest score 60 (12x5) in the dimension for action-oriented responsibility; the lowest score 5 (5x1), the middle score 12,5 (5x2,5) and the highest score 25 (5x5) in the dimension for ecological responsibility; the lowest score 7 (7x1), the middle score 17,5 (7x2,5) and the highest score 35 (7x5) in the dimension for altruistic responsibility; the lowest score 6 (6x1), the middle score 15 (6x2,5) and the highest score 30 (6x5) in the dimension for national responsibility.

Considering the findings in Table 1, as based on these scores, it has been found out that the action-oriented, ecological, altruistic and national responsibility scores of prospective teachers are above the middle score. The case in which these scores indicating prospective teachers' action-oriented, ecological, altruistic and national responsibilities differ according to gender variable was investigated and the findings obtained in consequence of the independent samples t-test performed for the mentioned case are presented in Table 2.

Table 2: Independent t-test results of teacher candidates, according to the gender regarding the dimensions of the global social responsibility scale

Dimensions	Gender	n	\bar{X}	ss	t	p
Action Oriented	Female	132	44,83	8,47	1,934	0,54
	Male	106	42,75	7,97		
Ecological	Female	132	21,61	3,84	,984	0,326
	Male	106	21,15	3,14		
Altruist	Female	132	27,06	3,24	3,881	,000*
	Male	106	25,41	3,31		
National	Female	132	22,61	3,23	-2,346	,020*
	Male	106	23,62	3,38		

*p<,05

When Table 2 is reviewed, it is seen that the averages of the altruistic and national responsibility scores received by the prospective teachers differ according to gender variable ($p=0,00$, $p=0,020$ $p<0,05$). Besides this, between the scores for ecological responsibility and the ones for action-oriented responsibility, a statistically significant difference has not been detected. As regards to the altruistic responsibility, female students have a higher score average ($\bar{X}=27,06$) than male students have ($\bar{X}=25,41$); but for the average of national responsibility scores, it is higher in the case of male students ($\bar{X}=21,59$) compared to female students ($\bar{X}=22,61$).

Another variable in the research is class level. For the class level, findings relevant to the students' action-oriented, ecological, altruistic and national responsibility scores are included in Table 3.

Table 3: Descriptive statistics and one-way anova of teacher candidates according to the class level regarding the dimensions of the global social responsibility scale

Dimension	Grade	n	\bar{X}	ss	Anova Results					
					S.V.	S. S.	sd	M.S.	f	1
Action Oriented	1. Grade	56	45,57	9,43	B. G.	303,656	3	101,219	1,480	,
	2. Grade	73	43,19	8,01	W. G.	15999,924	234	68,376		,
	3. Grade	61	42,69	7,66	Total	16303,580	237			,
	4. Grade	48	44,56	7,96						,
	Total	238	43,90	8,29						,
Ecological	1. Grade	56	22,07	3,96	B. G.	134,659	3	44,886	3,692	,
	2. Grade	73	21,96	2,92	W. G.	2844,618	234	12,156		,
	3. Grade	61	21,16	3,37	Total	2979,277	237			,
	4. Grade	48	20,08	3,83						,
	Total	238	21,40	3,55						,
Altruist	1. Grade	56	27,55	3,56	B. G.	137,433	3	45,811	4,209	,
	2. Grade	73	26,38	3,09	W. G.	2546,656	234	10,883		,

	3. Grade	61	25,80	3,28	Total	2684,088	237		
	4. Grade	48	25,46	3,33					
	Total	238	26,32	3,37					
National	1. Grade	56	22,77	3,000	B. G.	54,824	3	18,275	,1,663
	2. Grade	73	23,78	3,08	W. G.	2571,230	234	10,988	,
	3. Grade	61	22,67	3,59	Total	2626,055	237		
	4. Grade	48	22,81	3,64					
	Total	238	23,06	3,33					

When Table 3 is reviewed, it is realized that the prospective teachers' ecological and national responsibility scores are very close. In addition, it has been observed that a difference exists in their action-oriented and altruistic responsibility scores. In order that the differentiation in these scores received by the students in terms of the variable of class level can be analyzed, one-way analysis of variance has been carried out. While a statistically significant difference according to class level was found between the action-oriented responsibility and altruistic responsibility scores obtained by the prospective teachers; a significant difference between their ecological and national responsibility scores was not found ($F=3,692, p<,05$; $F=1,480, p<,05$; $F=4,209, p<,05$; $F=1,663, p<,05$). The Tukey test comparison of the prospective teachers' action-oriented, ecological, altruistic and national responsibility scores as based on the variable of class level was made. Relevant results are given in Table 4.

Table 4: Tukey test comparison results for the class level variable of the dimensions in the global social responsibility scale for the prospective teachers

Dimensions	Class Level		Mean	Standard error	P
Ecological	1 st year	4 th year	1,99*	,66	,021
	2 nd year	4 th year	1,88*	,65	,021
	1 st year	3 rd year	1,75*	0,61	,023
Altruistic	1 st year	4 th year	2,10*	,65	,008

Based on Table 4, for the prospective teachers' ecological responsibility scores, a significant difference between the 1st and 2nd year and 4th year was found, in favour of the 1st and 2nd year undergraduate students. When their altruistic responsibility scores were examined, a significant difference between the 1st year and 3rd and 4th year was found, in favour of the 1st year undergraduate students. As is viewed overall, we can mention that the prospective teachers' responsibility levels decrease as the stages at which they receive education rise.

In the research, the prospective teachers' action-oriented, ecological, altruistic and national responsibility scores were also examined according to the age.

Table 5: Descriptive statistics and one-way anova of teacher candidates according to the age regarding the dimensions of the global social responsibility scale

		Anova Results								
Dimension	Age	n	\bar{X}	ss	S.V.	S. S.	sd	M.S.	f	p
Action Oriented	18	17	46,	12,44	B. G.	60,730	5	12,146	,966	,440
	19	33	44,36	7,39	W. G.	2918,547	232	12,580		
	20	56	44,14	8,20	Total	2979,277	237			
	21	61	41,79	7,08						
	22	33	45,12	8,99						
	Other	38	44,53	8,00						
	Total	238	43,90	8,29						
Ecological	18	17	21,24	4,98	B. G.	421,868	5	84,374	1,233	,295
	19	33	22,18	3,64	W. G.	15881,712	232	68,456		

	20	56	21,93	3,27	Total	16303,580	237			
	21	61	21,19	3,10						
	22	33	20,88	3,76						
	Other	38	20,82	3,59						
	Total	238	21,40	3,55						
Altruist	18	17	26,47	4,32	B. G.	104,426	5	20,885	1,878	,099
	19	33	27,73	2,68	W. G.	2579,662	232	11,119		
	20	56	26,54	3,29	Total	2684,088	237			
	21	61	25,64	3,09						
	22	33	26,2	3,55						
	Other	38	25,87	3,60						
	Total	238	26,32	3,37						
National	18	17	23,12	3,12	B. G.	67,853	5	13,571	1,231	,295
	19	33	22,79	3,36	W. G.	2558,202	232	11,027		
	20	56	23,57	2,98	Total	2626,055	237			
	21	61	23,03	3,28						
	22	33	21,94	3,28						
	Other	38	23,55	3,90						
	Total	238	23,06	3,33						

When Table 5 is reviewed, it is seen that the scores for prospective teachers' action-oriented, ecological, altruistic and national responsibility are very close. One-way analysis of variance was carried out so that the differentiation of prospective teachers' responsibility scores as based on their ages could be investigated. A statistically significant difference in the prospective teachers' action-oriented, ecological, altruistic and national responsibility scores according to the age has not been found ($F=,966$, $p<,05$; $F=1,233$, $p<,05$; $F=1,878$, $p<,05$; $F=1,231$, $p<,05$). In the research, the prospective teachers' action-oriented, ecological, altruistic and national responsibility scores were also analyzed according to the mother educational level.

Table 6: Descriptive statistics of and one-way anova teacher candidates according to the mother educational level regarding the dimensions of the global social responsibility scale

		Anova Results								
Dimension	mother's educational status	n	\bar{X}	ss	S.V.	S. S.	sd	M.S.	f	p
Action Oriented	Primary school	141	44,28	7,96	B. G.	33,640	5	6,728	,530	,754
	Middle School	36	41,92	9,07	W. G.	2945,637	232	12,697		
	High school	29	46,45	7,34	Total	2979,277	237			
	Under graduate	6	47,50	12,18						
	Graduate	14	37,71	8,73						
	Not literate	12	44,58	5,57						
	Total	238	43,90	8,29						
Ecological	Primary school	141	21,62	3,28	B. G.	969,731	5	193,946	2,934,014	
	Middle School	36	20,78	4,17	W. G.	15333,849	232	66,094		
	High school	29	21,48	3,48	Total	16303,580	237			

	Under graduate	6	22,00	3,29					
	Graduate	14	20,57	3,55					
	Not literate	12	21,17	4,97					
	Total	238	21,40	3,55					
Altruist	Primary school	141	26,48	3,20	B. G.	85,251	5	17,050	1,522,184
	Middle School	36	25,64	3,97	W. G.	2598,838	232	11,202	
	High school	29	25,93	3,66	Total	2684,088	237		
	Under graduate	6	27,00	3,41					
	Graduate	14	25,36	2,71					
	Not literate	12	28,25	2,86					
	Total	238	26,32	3,37					
National	Primary school	141	23,14	3,44	B. G.	17,054	5	3,411	,303 ,911
	Middle School	36	22,75	3,41	W. G.	2609,001	232	11,246	
	High school	29	23,31	3,12	Total	2626,055	237		
	Under graduate	6	23,00	1,79					
	Graduate	14	23,36	3,95					
	Not literate	12	22,17	2,20					
	Total	238	23,06	3,329					

When Table 6 is reviewed, it is realized that the scores for prospective teachers' ecological, altruistic and national responsibility are very close. However, a differentiation has been observed in their action-oriented responsibility scores. One-way analysis of variance was carried out in order that the differentiation of the prospective teachers' these responsibility scores mentioned as based on the educational level of mother could be examined. A significant difference in the prospective teachers' ecological, altruistic and national responsibility scores according to the age has not been found ($F=,530$, $p<,05$; $F=1,522$, $p<,05$; $F=0,303$, $p<,05$). However, in their scores for action-oriented responsibility, a statistically significant difference has been found.

Tukey test comparisons of prospective teachers' action-oriented, ecological, altruistic and national responsibility scores in terms of the variable of mother educational level was performed. Relevant results are given in Table 8.

Table 7: Tukey test comparison results of teacher candidates, candidates according to mother educational level the dimensions of the global social responsibility scale

Dimensions	Mothers Educational Status		M.D.	Std. Error	p
Action Oriented	Primary School	Graduate	6,57*	2,27	,049
	High School	Graduate	8,73*	2,64	,014

According to Table 7, in terms of action-oriented responsibility, a statistically significant difference has been found between the ones whose mothers received the primary and high school education and the ones who completed their postgraduate studies, in favour of mother educational level at postgraduate education. Based on this, we can state that action-oriented responsibility levels increase as mother educational level increases.

In the research, the prospective teachers' action-oriented, ecological, altruistic and national responsibility scores according to the variable of father educational level were also analyzed.

Table 8: Descriptive statistics and one-way anova of teacher candidates according to father educational level regarding the dimensions of the global social responsibility scale

E. \bar{X} , ss		Anova Results								
Dimension	Father educational level	n	\bar{X}	ss	S.V.	S. S.	sd	M.S.	f	p

Action Oriented	Primary school	9	44,78	7,18	B. G.	133,602	5	26,720	2,198	,055
	Middle School	6	44,28	7,80	W. G.	2759,179	227		12,155	
	High school	5	42,68	9,50	Total	2892,781	232			
	Under graduate	2	43,10	10,0						
	Graduate	5	39,60	9,02						
	Not literate	4	44,25	8,66						
	Total	2	43,90	8,23						
Ecological	Primary school	9	21,80	3,13	B. G.	263,684	5	52,737	,775	,569
	Middle School	6	21,57	3,07	W. G.	15445,046	227	68,040		
	High school	5	21,03	4,27	Total	15708,730	232			
	Under graduate	2	21,14	3,18						
	Graduate	5	22,20	3,35						
	Not literate	4	16,25	6,75						
	Total	2	21,42	3,53						
Altruist	Primary school	9	26,74	2,75	B. G.	57,484	5	11,497	1,037	,397
	Middle School	6	26,07	3,71	W. G.	2516,232	227	11,085		
	High school	5	26,64	3,92	Total	2573,717	232			
	Under graduate	2	25,19	2,98						
	Graduate	5	25,40	1,82						
	Not literate	4	25,75	3,78						
	Total	2	26,36	3,33						
National	Primary school	9	23,50	3,42	B. G.	54,774	5	10,955	1,013	,411
	Middle School	6	23,03	3,17	W. G.	2455,835	227	10,819		
	High school	5	22,85	3,22	Total	2510,609	232			
	Under graduate	2	22,23	3,10						
	Graduate	5	21,2	3,70						
	Not literate	4	24,00	3,56						
	Total	2	23,08	3,29						

When Table 8 is reviewed, it is seen that the prospective teachers' action-oriented, ecological, altruistic and national responsibility scores are very close. One-way analysis of variance was carried out in order that the differentiation of the prospective teachers' these responsibility scores mentioned as based on the educational level of father could be examined. A significant difference in the prospective teachers' action-oriented, ecological, altruistic and national responsibility scores according to the age has not been found ($F= 2,198$, $p<,05$; $F= ,775$, $p<,05$; $F= 1,037$, $p<,05$; $F= 1,013$, $p<,05$).

In the research, the prospective teachers' action-oriented, ecological, altruistic and national responsibility scores according to the number of siblings were also analyzed.

Table 9: Descriptive statistics and one-way anova of teacher candidates according to number of siblings regarding the dimensions of the global social responsibility scale

F. X. SS	Anova Results										
	Dimension	number of siblings	n	\bar{X}	ss	S.V.	S. S.	sd	M.S.	f	p
Action Oriented	1		5	44,67	8,84	B. G.	38,504	3	12,835	1,018	,385
	2		6	44,38	7,67	W. G.	2938,213	233	12,610		

	3 and more	1	43,41	8,54	Total	2976,717	236			
	No siblings	7	40,57	4,28						
	Total	2	43,86	8,29						
Ecological	1	5	22,08	3,30	B. G.	149,080	3	49,693	,721	,540
	2	6	21,24	2,98	W. G.	16052,043	233	68,893		
	3 and more	1	21,26	3,85	Total	16201,122	236			
	No siblings	7	20,14	4,74						
	Total	2	21,40	3,55						
Altruist	1	5	26,73	3,27	B. G.	24,211	3	8,070	,709	,548
	2	6	26,24	3,16	W. G.	2652,684	233	11,385		
	3 and more	1	26,26	3,47	Total	2676,895	236			
	No siblings	7	24,86	4,30						
	Total	2	26,31	3,37						
National	1	5	22,39	3,61	B. G.	42,256	3	14,085	1,271	,285
	2	6	22,95	2,92	W. G.	2582,664	233	11,084		
	3 and more	1	23,36	3,41	Total	2624,920	236			
	No siblings	7	24,14	3,34						
	Total	2	23,07	3,34						

When Table 9 is reviewed, it is seen that the prospective teachers' action-oriented, ecological, altruistic and national responsibility scores are very close. One-way analysis of variance was carried out in order that the differentiation of the prospective teachers' these responsibility scores as based on the number of siblings could be examined. A significant difference in the prospective teachers' action-oriented, ecological, altruistic and national responsibility scores according to the number of siblings has not been found ($F=1,018$, $p<.05$; $F=.721$, $p<.05$; $F=.709$, $p<.05$; $F=1,271$, $p<.05$).

Within the scope of the study, the relation among the prospective teachers' action-oriented, ecological, altruistic and national responsibility scores was also analyzed, and relevant results are presented in Table 12.

Table 10: Arithmetic mean, standard deviation and correlation values of variables

Dimension	\bar{X}	ss	1	2	3	4
1. Ecological Responsibility	43,90	8,29	1	,283**	,419**	,209**
2. Action Oriented Responsibility	21,40	3,55		1	,490**	,195**
3. Altruist Responsibility	26,32	3,37			1	,124**
4. National Responsibility	23,06	3,33				1

Considering the relation for the dimensions included in Table 10, low degree of positive correlation ($r=.283$, $p<.01$) between ecological responsibility and action-oriented responsibility; medium degree of positive correlation ($r=.419$, $p<.01$) between ecological responsibility and altruistic responsibility; and low degree of positive correlation ($r=.209$, $p<.01$) between ecological responsibility and national responsibility have been found. Also, medium degree of positive correlation ($r=.490$, $p<.01$) between action-oriented responsibility and altruistic responsibility, and low degree of positive correlation ($r=.195$, $p<.01$) between action-oriented responsibility and national responsibility have been found. Low degree of positive correlation ($r=.124$, $p<.01$) between altruistic responsibility and national responsibility has been found.

The findings obtained from the quantitative data in the study are as introduced above. Additionally, the reasons why the prospective teachers had developed action-oriented, ecological, altruistic and national responsibility were intended to be determined, as well. Based on this, four (4) questions were directed to the two (2) each of the prospective teachers from every stage of undergraduate education. The answers they gave to those questions were presented below.

The question "Have you ever taken part in social responsibility activities (Civil society organizations, benevolent associations, international organizations, Community Service Practices, voluntary activities, and so on)? State your reasons for participation." was directed to the prospective teachers. 5 of the prospective teachers stated that they had participated, and 3 of them stated that they had not. In the study, prospective teachers have given more than one answer to the questions. For this reason, the number of frequency is not equal to the number of prospective teachers participating in the study. Data obtained in this scope and information related to their frequencies are included in Table 11.

Table 11: Statistical data for the reasons of prospective teachers' taking in the social responsibility activities

Views	Participants	F
Lending assistance to the ones who need	1.F.P.T.-3.F.P.T.-4.M.P.T.	3
That helping the ones who need makes me happy	3.F.P.T.-4.F.P.T.	2
That I like taking responsibility and working in cooperation	3.M.P.T.-4.F.P.T.	2
Its enabling individual to get more active	3.M.P.T.	1
Making the ones who need happy	4.M.P.T.	1
That there has been no one to direct me in this way	2.F.P.T.-2.M.P.T.	2
That I do not have time	1.M.P.T.-2.M.P.T.	2
That I am not interested in these issues	2.M.P.T.	1
Total	8	14

As based on Table 11, it is realized that the prospective teachers have or have not taken their own parts in social responsibility activities due to different reasons. The prospective teachers stating that they have participated in the activities act in this way mostly in order to lend assistance to the ones in need (f=3). As for the prospective teachers stating that they have not participated in the activities, they put forward the reasons for not taking part through the opinions that there has been no one to direct me (f=2) and that I do not have time (f=2). Some of the prospective teachers answered this question of the study as the following:

3.M.P.T. *"I have taken part. I think that an individual must perform works in order to contribute to the nature and the society. This case enables the one to gain values such as responsibility and cooperation."*

4.M.P.T. *"I have participated in the social responsibility activities. My reason for doing so was that I was supposed to take part in the activities for some subjects. My aim was to aid my circle and the society, to enable that they were pleased, and to make them happy."*

The second question of the qualitative part of the study is "What do you perform individually for protection of the environment? If you do not, state why.". All of the prospective teachers have stated that they engage in the activities for protection of the environment. Data obtained by this question and frequencies are included in Table 12.

Table 12: Statistical data for the prospective teachers' views on the protection of the environment

Views	Participants	F
Warning the ones who throw litter	1.M.P.T.-2.F.P.T.-4.F.P.T.	4
To pick and throw the rubbish I notice around into litter bin	2.M.P.T.-2.F.P.T.-4.F.P.T.	3
Not doing anything	2.M.P.T.-3.F.P.T.	2
Participating in the activities of environmental cleanup	3.F.P.T.	1
Denouncing the problems faced with to the authorities	3.M.P.T.	1
Trying to keep the environment clean	2.F.P.T.	1
Not to use environmentally hazardous substances	1.F.P.T.	1
Sharing via social media to create awareness	4.F.P.T.	1
Following the current news related to the environment	4.F.P.T.	1
Informing the ones who apply disinfectant wrong	4.M.P.T.	1
Total	8	16

As is seen from Table 12, it can be stated that the prospective teachers take part in different activities for the protection of the environment. The prospective teachers have expressed their views mostly as warning the ones who throw litter (f=4) and picking and throwing the rubbish I notice around into litter bin (f=3). Accordingly, it can be said that the prospective teachers' behaviours towards protecting the environment are generally for the rubbish thrown around. Some of the prospective teachers answered this question of the study as the following:

1.M.P.T. *"I warn the people and children around me. By telling about the mistakes they make, I enable them not to make again."*

2.M.P.T. *"I try to pick and throw it into the waste bin when I see around, on the ground. I do not think I do anything else."*

The question of "How would your point of view be on a case/an issue which you have not experienced "by yourself" within the boundaries of Turkey (e.g. I concern / I do not concern about it.)? State the reasons for this." was directed to the prospective teachers, as the third question of this study. 6 of the prospective teachers answered the question in the way that they concerned; 1 of them stated that it was based upon what the issue was; and 1 of them answered as I do not concern about it. Data obtained in this context and information on the frequencies are included in Table 13.

Table 13: Statistical data for the prospective teachers' concerning about the issues encountered in Turkey

Views	Participants	F
The idea that it is also possible for me to experience the same cases/issues one day	3.F.P.T.-2.F.P.T.-4.M.P.T.	3
That being aware towards social problems is a duty of every effective citizen	4.F.P.T.-4.M.P.T.	2
Being able to understand people by feeling empathy	3.M.P.T.-3.M.P.T.	2
That the problems encountered in my country also affect me	4.F.P.T.	1
I care about the problems related to human and environment	1.M.P.T.	1
If the problem is a particular concern to us, we have to be aware	1.F.P.T.	1
The problems which others experience are not my concern	2.M.P.T.	1
Total	8	11

The prospective teachers have stated that they would concern about the problems encountered in Turkey, by the reason of the idea that it is also possible for me to face with the same issue one day (f=3); based on the fact that being aware towards social problems is the duty of an effective citizen (f=2) and in order to be able to understand people by feeling empathy (f=2). As for the prospective teacher stating that it depends on what the matter is, the answer has been given as we have to be aware if the problem is a particular concern to us (f=1). The prospective teacher who has given the answer 'I do not concern' explained the reason for this by saying 'the problems which others experience are not my concern' (f=1). Some of the prospective teachers answered this question of the study as the following:

2.F.P.T. "*Of course, I concern about a problem encountered. Because every issue arising in our country should be a particular concern to us. If we are not experiencing it today, this does not mean that we will not face with this problem tomorrow.*"

3.F.P.T. "*Sure, I concern. Since I think that it is possible to happen to me or people around me, I do everything that I can.*"

The prospective teachers were finally asked for giving an answer to the question of "Do you show awareness to a matter experienced in any country of the world? State the reasons for this.". 6 of the prospective teachers have stated that they concern; 1 of them answered in the way that I do not concern and 1 in the way that I partially concern. Data obtained in this context and information on the frequencies are included in Table 14.

Table 14: Statistical data for the prospective teachers' concerning about the issues encountered around the world

Views	Participants	F
That the issues encountered in the globalizing world concern the whole humanity closely	4.F.P.T.-4.M.P.T.	2
That the cases happening in immediate surroundings affect us more	2.F.P.T.	1
Common problems related to the nature and humanity should be a matter of concern	1.M.P.T.	1
That the happenings to innocent people make me sad	1.F.P.T.	1
That a case occurring anywhere also affects other countries	4.M.P.T.	1
That our being aware towards social problems is assumed by our religion	4.M.P.T.	1
The probability that similar problems can be encountered in our country	4.M.P.T.	1
That only the situation of Turkish people and Muslims is a concern to me	3.M.P.T.	1
Total	8	9

The prospective teachers have stated that they would concern the problems experienced around the world by reason of the fact that problems encountered in this globalizing world are definitely of concern to the whole humanity (f=2). The prospective teacher who has given the answer 'I do not concern' explained the reason for this by saying 'the cases happening in the immediate surroundings affect us more' (f=1). Also, the prospective teacher stating a partial concern has explained the reason of this by putting forward the idea that only the situation of Turkish people and Muslims is a concern to me (f=1). Some of the prospective teachers answered this question of the study as the following:

1.F.P.T. "*Yes, I show awareness. Ultimately, we are all human and I believe that innocent people are everywhere. No one deserves to see wars and cruelty.*"

4.F.P.T. "Sure, I show awareness to the global matters. Even if I were not a citizen of the country where the problem was being experienced, I would act responsibly by approaching on the basis of humanitarian values. At the same time, any problem encountered anywhere in the globalizing world will also affect the other countries."

Discussion And Conclusion

Considering the results of the study, while a statistically significant difference according to gender variable has been found in the altruistic dimension in favour of women and in the national responsibility dimension in favour of men, a significant difference has not been found in the other dimensions. In a study carried out by Berkowitz and Lutterman (1968), a significant difference in favour of women was revealed. Moreover, Akbaş (2004) found that females were more responsible than males, as based on gender variable. In the study by Abdi Golzar (2006), it was also observed that a significant difference was present in favour of women. In the research which Ercan (2009) carried out with the study group involving secondary school teachers, a significant difference according to gender variable was detected in favour of females. In the study which Altunay and Yalçınkaya (2011) performed with the participation of prospective teachers, a significant difference was again found in favour of women. In the study by Taylı (2013), with a study group consisting of high school students, a significant difference in favour of female students was found. Female students mostly have higher academic achievement during school years, as compared to male students (Paulson, 1996: 205). When considered that there is a positive relationship between achievement and responsibility (Lickel, Schamer and Hamilton, 2003; Wentzel, 1991), it is expected that the responsibility levels will be high for the female students demonstrating a higher academic achievement, in parallel. The fact that girls are raised so as to be more responsible due to the reasons arising from gender roles as of very early ages while being brought up supports this consequence. The case that the significant difference in the national responsibility dimension is in favour of male prospective teachers shows similarity with the results of the research which Küçükşen and Budak (2017) carried out with the high school students. That a significant difference according to gender variable could not be found between the individual and social responsibility scores within the scope of the research which Özen (2009) performed on a study group including primary school eighth graders also promotes this information attained at as a result of the research. Also, in the study which Başer (2015) carried out with prospective teachers and Sezer (2008) performed on a study group consisting of primary school students, a significant difference between genders was not detected. Similarly, Şahan (2011) did not attain at a significant difference as based on the variable of gender for the 8th graders, in the study within the scope of which those students' sense of responsibility was analyzed.

When the variable of class level is considered, in the altruistic and ecological responsibility dimensions, significant difference has been found. As based on the altruistic dimension, the 1st and 2nd year undergraduate students are more responsible than the 4th year ones. As related to the ecological dimension, 1st year undergraduate students are more responsible than the 3rd and 4th year ones. In other words, what is understood from this, lower stage of class has developed more responsibility as compared to the higher-stage class level. Various studies supporting this conclusion have been encountered in the body of literature. Duman (2014) reached at the result indicating that in comparison with the twelfth graders, the eleventh graders have more positive views on their schools' fulfilling the duties related to social responsibility. In their papers, Reason, Andrew and Kee (2013) concluded that continuing education at university level has a positive effect on the development of responsibility. However, in the study carried out by Başer (2015), differentiation according to the class level variable was not observed.

According to the variable of mother educational level, significant difference appeared in the action-oriented responsibility dimension. This difference is for the level of postgraduate education, against the level of primary and high school education. In the study by Taylı (2013), it was seen that the mother educational level had positive effect on the development of sense of responsibility. Also, in the study which Aladağ (2009) performed on a study group including primary school students, a similar result was attained at. Özen (2009) arrived at significant difference in the social responsibility levels according to the variable of mother educational level. According to this, as the mother's educational level rises, the levels of children's undertaking responsibilities increase. Since the ones who raise the child are mothers as prescribed by social role, we can state that mother's educational level has a positive influence upon the child's undertaking responsibility. Besides, Altunay and Yalçınkaya (2011) analyzed the prospective teachers' opinions on traditional, universal and hedonistic values according to mother educational level in their research, but a significant difference could not be found.

In the study, significant difference has not been found as based on the variable of father educational level. The study carried out by Başer (2015) and the study by Altunay and Yalçınkaya (2011) support this. But, in the research that Özen (2009) performed, significant difference was found in the social responsibility levels according to the variable of father educational level. According to this, if father is high school graduate or postgraduate, students' individual and social responsibility levels become significantly higher compared to all other educational levels of father. Duman (2014) obtained the result that students whose fathers were primary school graduate had stated positive views on the schools' fulfilling their duties related to social responsibilities more than the ones whose

fathers were college graduates or postgraduate. Taylı (2013), in the analysis made by controlling the influence of gender, introduced that father's educational background was determinative on responsibility. In this regard, it can be thought that students' individual and social responsibility levels also increase as father educational level rises.

In consequence of the research, a significant difference in all dimensions at the levels of global social responsibility of the prospective social studies teachers has not been found as based on the variable of the number of siblings. However, in the study by Özen (2009), a significant difference was found by the number of siblings. It was seen that the ones who were three siblings developed responsibility more. Actually, it is expected that the oldest sibling in a family has developed the sense of responsibility more. But in this study, the number of siblings is not regarded as an influential variable.

Based on the simple correlation test performed among the dimensions, low degree of positive correlation between ecological responsibility and action-oriented responsibility; medium degree of positive correlation between ecological responsibility and altruistic responsibility; and low degree of positive correlation between ecological responsibility and national responsibility were realized. Medium degree of positive correlation between action-oriented responsibility and altruistic responsibility, and low degree of positive correlation between action-oriented responsibility and national responsibility were found. Low degree of positive correlation between altruistic responsibility and national responsibility was found. In other words, as understood from this point, all dimensions interact.

The qualitative part has been prepared to promote the quantitative part of the study. Considering the results for this, it is seen that the prospective teachers have stated the reason of having action-oriented responsibility as lending assistance to the ones who need, and in the way that being in cooperation is for the benefits of the society. The reason of developing the sense of altruistic responsibility takes its source from the feeling of empathy. In the dimension of national responsibility, the prospective teachers have stated that showing awareness and/or acting responsibly is required since the problems encountered all around the world will affect everyone in the world. The reason for ecological responsibility arises from the fact that clean environment is important.

Suggestions

- This study has been carried out with the prospective teachers. It can also be performed by different sample groups.
- In order that prospective teachers' awareness towards global social responsibility can be expanded, it may be suggested that academicians assign various responsibilities to the prospective teachers through the extracurricular activities, within the process of education.
- The content of the subject of Community Service Practices may be rearranged in a way to promote the development of the prospective teachers' sense of global social responsibility.
- Studies with different sample group and in different methods can be performed.
- Being a member of civil society organizations has an effect upon global responsibility. Prospective teachers may be directed to the CSOs.

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